



California Department of Education

## California School Recognition Program

### Rubric for Scoring

### 2005 Exemplary Career Technical Education Applications

High schools may apply for special honors in the special emphasis area of Career Technical Education (CTE). This CTE rubric provides a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary high school career technical education program. This application is optional and will not be included in the overall scoring of the Distinguished School application. Limit the narrative for this section to no more than six (6) pages. Applicants will note several career technical elements imbedded in the regular Distinguished High School Application (themes 1 through 6). However, this application for the special emphasis area in career technical education should stand on its own.

The rubric will be used to evaluate CTE applications based on a three-point scale ("3" signifies high quality). A panel of experts in the field of career technical education will assign the score that most closely reflects the information provided in the application. Schools selected as exemplary usually have a predominance of level "3" scores; however, schools are not expected to obtain a score of "3" for every category. In some cases, the level "3" describes an ideal toward which schools are encouraged to strive.

To receive high scores, schools must provide specific, clear, succinct examples and descriptions of each of the six program areas in the rubric. Describe the elements of your career technical education program by showing the overall strength, impact, support, and importance of the total CTE program on students, business and industry, educational staff, and community.

## Theme 1 - Program Administration, Assessment, and Accountability

3. Makes an Exemplary Case	2. Makes an Adequate Case	1. Makes a Minimal Case
<p>Evidence shows how a current, approved, comprehensive strategic plan operates for Career Technical Education (CTE), with written policies, procedures, and guidelines that address all key elements of the CTE program, and focuses on student learning and achievement. Evidence shows how support for a commitment to CTE is reflected in the school's Expected Schoolwide Learning Results (ESLRs) and other significant school policy documents. Evidence shows how school administration seeks funding for, and implements, a variety of CTE programs as reflected in the school design and program structures. Evidence shows how all students are given the opportunity to participate in a variety of CTE experiences. Examples include a master schedule or other supporting documents that include multiple career pathways, ROCP courses, career academies, work experience, and other CTE course offerings.</p>	<p>There is a current plan for Career Technical Education (CTE) with policies, procedures and guidelines that address some elements of the CTE program. CTE is mentioned in the school's Expected Schoolwide Learning Results (ESLRs) and some other significant school policy documents. CTE program administration provides funding for CTE program maintenance. Some students have an opportunity to participate in CTE experiences. There are a few sources of evidence supporting a variety of CTE course offerings.</p>	<p>There is minimal evidence of a current strategic plan for Career Technical Education (CTE) and minimal mention of CTE in Expected Schoolwide Learning Results (ESLRs) or other significant school policy documents. There is minimal evidence of adequate funding or effort to secure funding for the CTE program. There is minimal evidence of adequate CTE course offerings and that all students have an opportunity to participate in CTE courses.</p>
<p>Evidence shows how ongoing collaboration of key CTE stakeholders occurs, including school leadership and staff, students, parents, community members, business and industry, public agencies, community-based organizations, etc., to review CTE programs and content. Evidence shows how an affiliation has been established with business and industry, postsecondary education, military, apprenticeship programs, regional occupational centers and programs, youth councils, workability programs, school-to-career partnerships, adult education programs, local workforce investment boards, etc. Evidence shows how the total school community and community-at-large strongly support and embrace the value and importance of CTE in a variety of ways.</p>	<p>Evidence shows that some CTE linkages have been established with key stakeholders including school leadership and staff, students, parents, community members, business and industry, public agencies, community-based organizations, etc. Evidence shows that the total school community and community-at-large support career technical education.</p>	<p>There is minimal evidence that any collaboration or linkage with key stakeholders has been established with CTE programs. There is minimal evidence that key stakeholders participate in the CTE program and that the total school and community-at-large support and embrace CTE programs.</p>

**Theme 1 - Program Administration, Assessment, and Accountability** *(continued)*

<b>3. Makes an Exemplary Case</b>	<b>2. Makes an Adequate Case</b>	<b>1. Makes a Minimal Case</b>
<p>Evidence shows how the CTE program has a formalized internal and external review process that uses data from a variety of sources to annually review the total career technical education program. Evidence shows how a process for the evaluation of the data includes at least: (1) percent of students completing a sequence of CTE courses; (2) percent of CTE completers who receive a high school diploma; (3) percent of CTE completers placed in apprenticeship, military, advanced education/training, or employment; (4) enrollment and completion of students in non-traditional careers compared to total CTE population; and, (5) CTE students' standardized test scores and achievement levels on state and local tests and examinations compared to the total school population.</p>	<p>Evidence shows that the CTE program has an internal or external review process that uses data from several sources to annually review the total career technical education program. Evidence shows that a process for the evaluation of some data exists and may include: (1) percent of students completing a sequence of CTE courses; (2) percent of CTE completers who receive a high school diploma; (3) percent of CTE completers placed in apprenticeship, military, advanced education/training, or employment; (4) enrollment and completion of students in non-traditional careers compared to total CTE population; and, (5) CTE students' standardized test scores and achievement levels on state and local tests and examinations compared to the total school population.</p>	<p>There is minimal evidence of an annual formalized internal or external review process of the CTE program that uses data from a variety of sources. There is minimal evidence that the CTE program is held accountable for students completing a pathway sequence, program completers, postsecondary student placement, or student enrollment and placement in non-traditional courses.</p>
<p>Evidence shows how the CTE program collects and analyzes data for the purpose of instructional and overall program improvement. Evidence shows how a successful process is in place for key stakeholders to assist in determining strategies for program improvement to ensure that career and industry standards are being met, and that academic model curriculum standards are being applied.</p>	<p>Evidence shows that the CTE program collects and analyzes some data for the purposes of instructional and overall program improvement, and that some stakeholders are involved in program improvement.</p>	<p>There is minimal evidence that the CTE program collects and analyzes data to use for program improvement input or that key stakeholders assist in determining program improvement strategies.</p>

## Theme 2 - Curriculum and Instruction

3. Makes an Exemplary Case	2. Makes an Adequate Case	1. Makes a Minimal Case
Evidence shows how the CTE curriculum is aligned and integrated with industry standards, SCANS/employability competencies, and academic model curriculum standards. Evidence shows how business and industry actively participate in the development of rigorous curriculum that meets business and industry and advanced training program requirements.	Evidence shows that the CTE curriculum is partially aligned and integrated with industry standards, SCANS/employability competencies, or academic model curriculum standards. Evidence shows that there is some business and industry participation in the development of curriculum.	There is minimal evidence that the CTE curriculum is aligned or integrated with industry standards, SCANS/employability competencies, or academic model curriculum standards. There is minimal evidence that business or industry actively participates in the development of curriculum.
Evidence shows how a clear, logical, coherent, and schoolwide articulated sequence of CTE learning experiences that span grade levels 7-12 is in place and incorporates a variety of activities and resources. Examples illustrate how CTE courses include applied, project-based, and contextual learning components to assure that students' interest is maximized. Evidence shows how CTE programs provide students with the opportunity to collaborate on a variety of learning-based and entrepreneurial-based projects where academic skills and career technical skills interface. Examples include CTE courses that are a-g approved, meet high school graduation requirements, receive academic credit, or articulate with both upper and lower grade-level courses.	Evidence shows that there are schoolwide CTE learning experiences that span the high school grade levels using a variety of activities and resources. Evidence show that in some cases, CTE courses include applied and contextual learning components. Evidence shows that the CTE program provides students with the opportunity to collaborate on some learning experiences and that CTE courses meet graduation requirements and possibly also a-g requirements.	There is minimal evidence of an articulated sequence of CTE learning experiences in grades 7-12. There is minimal evidence of applied or contextual learning components. There is minimal evidence of effort to obtain approval for CTE courses to meet a-g requirements.
Evidence shows how instructors have a written plan that guides lesson development and delivery of career and technical content using a variety of modalities and strategies. Evidence shows how CTE instructors convey high expectations for all students, including those from special populations and those studying in non-traditional career areas, and how students achieve industry-based certification (when applicable) using a system of ongoing, business and industry-sanctioned assessments. Evidence shows how instructors use a variety of assessments including standards-based, authentic, traditional, and project-based measurements. Examples show how students participate in the assessment of their own progress through self-evaluation, presentations, and other means of demonstrating mastery. Evidence shows how CTE instructors emphasize the importance of students acquiring strong academic and career technical skills.	Evidence shows that some instructors have a written plan that guides lesson development and delivery of career and technical content using a variety of modalities and strategies. Evidence shows that CTE instructors convey high expectations for all students, especially those from special populations and those studying in non-traditional career areas. Evidence shows that there are some opportunities for students to achieve industry-based certifications and that instructors use primarily traditional assessment methods. Evidence show that there is some emphasis placed on students' acquisition of strong academic and career technical skills.	There is minimal evidence of written plans for CTE lesson development and delivery. There is minimal evidence that CTE instructors convey high expectations for all students, especially those from special populations and those studying in non-traditional career areas, or that opportunities exist for students to earn industry certification. There is minimal evidence of student assessments or that the importance of acquiring academic and career technical skills is emphasized by CTE instructors.

**Theme 2 - Curriculum and Instruction** *(continued)*

<b>3. Makes an Exemplary Case</b>	<b>2. Makes an Adequate Case</b>	<b>1. Makes a Minimal Case</b>
Evidence shows how instruction provides information about career training opportunities through CTE courses, career academies, magnet schools, Regional Occupational Centers and Programs (ROCP), and other courses. Evidence shows how additional aspects of the CTE instructional program include postsecondary articulation, awareness of all aspects of the industry, skill requirements for successful employment and promotion, essential technical and workplace skills, and a plan for lifelong learning.	Evidence shows that instruction provides some information about career training opportunities through CTE courses, career academies, magnet schools, Regional Occupational Centers and Programs (ROCP), and other courses. Evidence shows that additional aspects of the CTE program may include postsecondary articulation, awareness of all aspects of the industry, skill requirements for successful employment and promotion, essential technical and workplace skills, and a plan for lifelong learning.	There is minimal evidence that CTE instruction provides career training information. There is minimal evidence of postsecondary articulation, awareness of all aspects of the industry, skill requirements for successful employment and promotion, essential technical and workplace skills, or that a plan for lifelong learning is a part of the CTE program.
Evidence shows how students are engaged in a formal system of career growth, including awareness, exploration and preparation, through a variety of activities both in and out of the classroom. Examples show how a significant number of students participate in career technical student organizations (CTSOs), small learning communities, service learning, project-based activities, community-based internships, cooperative vocational education experiences, job shadowing, mentorship, and other work-based and school-based learning opportunities.	Evidence shows that some students are following a system of career growth, including awareness, exploration and preparation, through a variety of activities both in and out of the classroom. Evidence shows that some students participate in CTOSs and other school-based and work-based learning opportunities.	There is minimal evidence that a formal system of career growth is available for students. There is minimal evidence of CTOS, small learning communities, service learning, project-based activities, community-based internships, cooperative vocational education experiences, job shadowing, mentorship, or other work-based and school-based learning opportunities.
Evidence shows how CTE instructors and staff emphasize the importance of students' career choice and growth, high expectations and achievement of performance-based standards, and provide a variety of instructional activities structured for student success. Evidence shows how student progress is monitored through a portfolio or equivalent process. Evidence shows how student accomplishment is recognized in the form of related job placement, certificates of competence, industry-based certification, or articulation into advanced training programs. Evidence shows how students have the opportunity to develop leadership, citizenship, and career skills through co-curricular CTE student organizations and how the CTE program formally recognizes student accomplishments in a variety of public forums.	Evidence shows that some CTE instructors and staff emphasize the importance of students' career choice and growth, high expectations and achievement of performance-based standards, and a variety of instructional activities structured for student success. Evidence shows that student progress is generally monitored and that some students utilize a portfolio process to monitor their progress. Evidence shows that there is some recognition of student accomplishment in the form of related job placement, certificates of competence, industry-based certification, or articulation into advanced training programs. Evidence shows that there are some opportunities for students to develop leadership, citizenship, and career skills.	There is minimal evidence that students' career paths and growth in CTE are monitored and that recognition of student accomplishments (such as through portfolios, certifications, certificates of competence) is not collected or preserved. There is minimal evidence that opportunities exist for student leadership within the CTE program, or that students are formally or publicly recognized for their accomplishments.

## Theme 3 - Support Services

3. Makes an Exemplary Case	2. Makes an Adequate Case	1. Makes a Minimal Case
Evidence shows how career guidance and counseling are a major focus of the CTE program. Examples show how all high school students are provided with sufficient CTE information to establish individual career path choices and identification of career aspirations. Evidence shows how the high school staff has provided information on CTE careers and career pathways to middle school students and parents.	Evidence shows that career guidance and counseling are included in the CTE program, but is not a major focus. Evidence shows that most high school students are provided with CTE information to identify career path choices and career aspirations and that the high school staff does not have a consistent process for informing middle school students and parents about CTE classes at the high school.	There is minimal evidence that career guidance and counseling are a major focus of the CTE program. There is minimal evidence that career guidance and counseling staff provide CTE information to middle and high school students and parents.
Evidence shows how career resources are available for students, staff, and parents and how the information addresses the specialized career-focus of the school or CTE programs. Evidence shows how elements include access to student career assessments; identification of attitudes, interests, and aptitudes; career pathways; high school career plans; career technical student organizations; career shadowing opportunities; portfolios; employability certification; industry-based certification; placement and follow-up services; field trips; and career days/fairs. Evidence shows how educational, business and industry, and community resources are used to support the counseling and guidance function. Evidence shows how a wide variety of activities, open to all students, encourage non-traditional career choices.	Evidence shows that some career resources are available and may address the specialized career-focus of the school or CTE program. Evidence shows that the information may include some career assessment, career pathways, career plans, employability certification, placement and follow-up services, field trips, and career days/fairs. Evidence shows that some career resources are available for students to meet their high school education and career goals. Evidence show that activities are open to some students to encourage non-traditional career choices.	There is minimal evidence that career resources are available or that activities are conducted to encourage non-traditional career choices.
Evidence shows how all students have access, both in and out of the classroom, to the development of essential employability skills, job search skills, job placement skills, and job retention skills. Evidence shows how work-based opportunities to interact with business and industry representatives are provided.	Evidence shows that some students have access, both in and out of the classroom, to the development of essential employability skills, job search skills, job placement skills, and job retention skills. Evidence shows that there are some opportunities for students to interact with business and industry representatives.	There is minimal evidence that students have access to assistance with essential employability skills, job search skills, or job placement and retention skills. There is minimal evidence to indicate that opportunities are available for students to interact with business and industry representatives.
Evidence shows how counselors, instructors, and staff members are responsible for enrolling students in CTE programs and work closely with students and parents to ensure appropriate course placement. Examples include how collaboration with CTE instructors and other stakeholders establish a knowledge base (for guidance and registration staff) of class requirements, prerequisites, and personal attitudes and aptitudes necessary for success.	Evidence shows that some counselors, instructors, and staff members enroll students in CTE programs and work closely with students and parents to ensure appropriate course placement. Evidence shows that instructors sometimes interact with guidance staff and that some students are informed of class requirements, prerequisites, and the personal attitudes and aptitudes necessary for success in CTE courses.	There is minimal evidence that counselors, instructors, and other staff are knowledgeable about CTE programs, class requirements, prerequisites, and career aptitudes.

**Theme 3 - Support Services** *(continued)*

<b>3. Makes an Exemplary Case</b>	<b>2. Makes an Adequate Case</b>	<b>1. Makes a Minimal Case</b>
Evidence shows how information about CTE offerings and services is available to all students, including special populations, in a variety of formats, and is available in more than one language (as necessary to accommodate the demographics of the student body). Examples include how CTE information about career pathways, courses, postsecondary articulation opportunities, employment possibilities, and other services and referrals are used with students.	Evidence shows that information about CTE program offerings, services, career pathways, postsecondary articulation opportunities and employment possibilities is available to most students, including special populations, and may be available in more than one languages. Evidence shows that the program provides services or referrals to most students, including those of non-traditional and special populations.	There is minimal evidence that information about CTE offerings and services is available for all students, including special populations, in a variety of formats or that it is available in more than one language (as would be appropriate) for the student population.

## Theme 4 - Professional Development

3. Exemplary	2. Makes an Adequate Case	1. Makes a Minimal Case
Evidence shows how a planned and defined CTE staff recruitment, selection, and support process involves key stakeholders to assure that all CTE teachers are highly qualified to help students achieve their career goals.	Evidence shows that there is a CTE staff recruitment and selection process involving some stakeholders. Evidence shows that the process includes some of the necessary mechanisms to ensure that highly qualified teachers will be recruited, retained, and supported.	There is minimal evidence that a plan exists for CTE staff recruitment, selection, and support.
Evidence shows how professional development is provided to staff regarding the integration of academic model curriculum standards, contextual and applied learning strategies, and other research-based strategies that improve student achievement. Examples include evidence of a comprehensive CTE professional development plan; organized, scheduled, and funded opportunities for career and academic teacher collaboration; and interaction with stakeholders within and outside the school community.	Evidence shows that training is provided to staff regarding some instructional strategies and that there are some opportunities for teacher collaboration and interaction. Evidence shows that the CTE program takes advantage of some professional development programs and services offered by other agencies.	There is minimal evidence of training and professional development offered to staff regarding the integration of academic curriculum standards, contextual and applied learning strategies, and other research-based strategies that improve student achievement. There is minimal evidence of planned and organized time for collaboration between CTE and academic staff.
Evidence shows how business and industry contribute to the improvement and expansion the CTE teachers' knowledge base. Examples include teacher internships, job shadowing, mentoring, teaching teams, and curriculum development.	Evidence shows that there is some business and industry contribution to the professional development of CTE teachers. Evidence shows that some mentoring opportunities with master teachers or business and industry representatives are made available.	There is minimal evidence that business and industry contribute to the improvement and expansion of the CTE teachers' knowledge base.
Evidence shows how professional development activities meet teacher's professional growth plan. Examples include how a clearly defined and regularly conducted staff supervision and evaluation process is linked to implementing effective teaching strategies.	Evidence shows that a staff supervision and evaluation process is conducted annually and that it is sometimes linked to teachers' professional growth plan or effective teaching strategies.	There is minimal evidence that professional development activities meet CTE teachers' professional growth plan or that the supervision and evaluation process is linked to implementing effective teaching strategies.



## Theme 5 - Community Involvement and Collaboration

3. Makes an Exemplary Case	2. Makes an Adequate Case	1. Makes a Minimal Case
<p>Evidence shows how established advisory committees for each CTE program area operate. Examples include documentation that shows how each committee is composed of members from business and industry, education, parents and students, state employment and workforce agencies, public and private agencies, and the community at large. Evidence shows how the advisory committee meets at least twice a year and how members provide regular and relevant advice on current and changing labor markets, emerging technical skills, course content, and expected student outcomes. In addition, evidence shows how the advisory committee shares expertise with the CTE program in the form of curriculum development, technology and materials, instructor mentoring, and other industry specific issues.</p>	<p>Evidence shows that most CTE program areas have established advisory committees, that these committees have representation from some key stakeholder groups, and that committees meet annually. Evidence shows that most advisory committees share expertise with the CTE program in the form of curriculum development, technology and materials, and other industry-specific issues.</p>	<p>There is minimal evidence of an advisory committee for each CTE program area or that they are viable and active through examples of sharing time, expertise, technology, and materials with the CTE program.</p>
<p>Evidence shows how (such as through written agreements) strong partnerships exist with Local Workforce Investment Boards (LWIBs), youth councils, school-to-career partnerships, ROCPs, adult schools, community colleges, community-based organizations, parent groups, local Chambers of Commerce, labor and industry associations, etc.</p>	<p>Evidence shows that there are some informal partnerships with LWIBs, school-to-career partnerships, ROCPs, adult schools, community colleges, industry associations, etc.</p>	<p>There is minimal evidence of partnerships with local work-based agencies, community organizations, and postsecondary institutions.</p>
<p>Evidence shows how formal articulation agreements with postsecondary institutions result in granting college credits or advanced placement for CTE courses. Examples include how career pathways have been aligned with middle schools, high schools, or colleges to create a sequence of courses.</p>	<p>Evidence shows that articulation agreements with some postsecondary institutions result in granting college credits or advanced placement for CTE courses. Evidence shows that courses have some connection to career pathways, and some instructors collaborate together to integrate curriculum and create a sequence of courses.</p>	<p>There is minimal evidence of formal articulation agreements with postsecondary institutions or that courses have been aligned and sequenced for grades 7-12.</p>
<p>Evidence shows how the CTE program engages in activities that promote two-way communication between business and industry. Examples include how business-educator exchanges, teacher externships, guest speakers, projects, field trips, mentoring, and job shadowing are effective. Examples also demonstrate how there is a clear connection between classroom instruction and workplace learning. Evidence shows how successes in the CTE program are shared with the public-at-large through a variety of ways.</p>	<p>Evidence shows that the CTE program sometimes engages in activities that promote two-way communication between business and industry and that some opportunities for business-educator exchanges, teacher externships, guest speakers, projects, field trips, mentoring, or job shadowing exist. Evidence shows that there is some connection between classroom instruction and workplace learning and that the successes of CTE programs are shared with the public-at-large in several ways.</p>	<p>There is minimal evidence that the CTE program includes activities that promote two-way communication between education and business and industry or that a clear connection between classroom instruction and workplace learning exists. There is minimal evidence of sharing of CTE successes with the public-at-large.</p>

## Theme 6 - Resources, Facilities, and Funding

3. Makes an Exemplary Case	2. Makes an Adequate Case	1. Makes a Minimal Case
Evidence shows how budgetary decisions for resources, facilities, funding, etc., include key stakeholders and are based upon both current and future CTE program needs. Evidence shows how funding is ample and includes contributions from outside sources.	Evidence shows that budgetary decisions for resources, facilities, funding, etc., may include some stakeholders and may be based upon current or future CTE program needs. Evidence shows that funding allocations for facilities, equipment, instructional materials and supplies are adequate for the support of student learning, that some contributions come from outside sources, and that modest effort is made to secure appropriate funding.	There is minimal evidence that budgetary decisions for resources, facilities, and funding involve stakeholders and are based upon current or future CTE needs. There is minimal evidence that contributions come to the CTE program from outside sources.
Evidence shows how decisions for funding allocations for facilities, equipment, instructional materials and supplies clearly support student learning and involve all appropriate staff members. Examples include how state-of-the art technology, equipment, materials, and supplies are available. Evidence shows how specialized facilities for CTE programs are used. Examples include technology centers, career centers, job placement centers, industry-specific labs, visual and performing arts centers, and other state-of-the-art facilities. Evidence shows how the CTE inventory of materials and equipment is available and updated annually.	Evidence shows that some equipment, materials and supplies are provided to the instructional and administrative staff to facilitate student learning and that there is some involvement from appropriate staff members. Evidence shows that there are adequate facilities for CTE programs, i.e., industry-specific labs and classrooms, and that the CTE inventory may be updated on an annual basis.	There is minimal evidence that funding allocations for CTE and district/site priorities support student learning and state-of-the-art technology, equipment, materials, and supplies. There is minimal evidence that CTE facilities are specialized or up-to-date, or that the CTE inventory is available or up-to-date.



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The research references used to develop these criteria are listed below. Questions about the materials should be addressed to the California School Recognition Program office at 916-319-0866. Unless otherwise indicated, California Department of Education (CDE) publications are available from CDE Press at 916-445-1260 or 1-800-995-4099. <http://www.cde.ca.gov/re/pn/>

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